



# CCOSA

The Cooperative Council for  
Oklahoma School Administration

## **Blended Framework 3.0**

*Transforming Education in Oklahoma Through Leadership*

A guide for the development and evaluation of successful blended and virtual learning opportunities in schools.

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## PREFACE

In 2018, CCOSA formed a committee of 20 school leaders that had already implemented various blended and virtual learning opportunities for students. Using research-based best practices, and guidance from the National Education Policy Center, the committee built the CCOSA Blended Framework to guide schools in how to offer virtual education by “blending” online courses and technology with traditional school instruction and services. The Blended Framework 2.0 was developed to meet specific needs that arose as a result of the COVID pandemic in 2020.

In 2021 CCOSA organized the Virtual Educator’s Network to provide virtual education leaders throughout the state an opportunity to share best practices and guide future policy. This Network was used to develop this Blended Framework 3.0 to improve upon the first two Frameworks and include new ideas and practices that have been learned over the past 4 years.

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# CCOSA

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## Blended Framework 3.0

*Transforming Education in Oklahoma Through Leadership*

**Mission:** *Provide schools a high-quality virtual education model that promotes student-centered learning.*

**Vision:** *Equip all schools to offer the highest quality virtual education opportunities to students likely to succeed in that learning environment.*

**Purpose** - Students who need to approach school differently due to varying circumstances deserve an opportunity to thrive in their educational pursuits.

**Framework** – CCOSA’s Blended Framework offers increased flexibility to meet individual needs and provides students with robust opportunities to succeed in an unconventional setting.

**Benefits** - Oklahoma’s public-school districts benefit by offering local virtual education opportunities for their students by “blending” them in with traditional school services and instruction. Students would benefit by more personalized instructional opportunities while still being a part of a school community with the opportunity to participate in school activities.

**Goal** - Our goal is to develop a model for virtual education that can be shared by public school districts across the state, which will allow our districts to provide local options that best serve students.

## TYPES OF VIRTUAL EDUCATION PROGRAMS

### **Full-Time Virtual**

Allows students to take all courses within a virtual format. Students complete all coursework at home or outside of the classroom.

### **Blended Instruction**

Allows students to complete one or more courses in the virtual format in addition to courses in the traditional classroom setting. This method allows students to have more flexibility over their schedules. Be advised that Oklahoma state law has determined that “a school must require students to attend at least one traditional class to be designated as a blended school.”

### **Ala Carte (Add on courses)**

Allows students to take a full traditional schedule of courses on campus but allows for an additional online course(s) to be added.

### **Credit Recovery**

Credit recovery is a strategy that allows students to retake a course that they have previously failed. This allows those students to earn credit for those courses that are required for graduation.

## DEFINITIONS

### **Synchronous Instruction**

Synchronous instruction occurs when the instructor and student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction. Web Internet-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction. This typically occurs via video conferencing or in person within a virtual education environment.

### **Asynchronous instruction**

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere, at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants. This typically occurs with pre-recorded videos created by the teacher or online curriculum.

### **Supplemental online course**

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses. These courses are educationally appropriate for the student and are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

### **Internet-based instruction**

Internet-based instruction uses the internet as the primary medium of instruction, with a computer serving as the primary tool of instruction. Internet-based instruction may be synchronous or asynchronous.

### **Content Management System (CMS)**

Content Management Systems hold curriculum that aligns with Oklahoma state content-area standards through a structured framework. Content management systems can be personalized and edited by an instructor to meet the needs of students.

### **Learning Management System (LMS)**

The learning management system is an online platform that stores large quantities of teaching materials in a digitized format. The LMS allows one to manage content, automate tasks, communicate with students, and streamline their curriculum from any remote location.

### **Social Emotional Learning (SEL)**

SEL is the vital framework through which people of all ages acquire skills in working towards their own unique goals, comprehending and managing their emotions, nurturing positive relationships, making informed choices, and feeling and exhibiting empathy.

### **NCAA**

The National Collegiate Athletic Association requires certain courses in order for students to participate in NCAA colleges and universities. The NCAA has a process that virtual school programs must follow in order for their courses to be NCAA approved.

### **CCRA**

Students enrolled in 11th grade will be given the College - and Career - Readiness Assessment (CCRA), which consists of two parts. For part 1, each district will choose to administer either the ACT or SAT, including the writing section. Part 2 consists of a Science Assessment which is aligned to the Oklahoma Academic Standards for Science and a U.S. History Assessment which is aligned to the Oklahoma Academic Standards for U.S. History.

## VIRTUAL LEARNING RUBRICS

<b>PROGRAM DESIGN</b>			
<b>Level IV</b>	<b>Level III</b>	<b>Level II</b>	<b>Level I</b>
<p><b><i>Programs include:</i></b></p> <p>Key stakeholders are involved in development and continuous review of the the vision, mission, and goals of the program</p> <p>A combination of synchronous and asynchronous content delivery daily</p> <p>Course(s) follow all Oklahoma Academic Standards</p> <p>100% of instructor investment in course development</p> <p>Weekly agenda that includes daily task expectations provided by the instructor</p> <p>Attendance evidence by readily available login data, acceptable completion of assigned tasks, and teacher contact logs</p> <p>Attendance data is documented and placed in the districts SIS</p> <p>Opportunities for higher level creative and social activities designed by</p>	<p><b><i>Programs include:</i></b></p> <p>Key stakeholders are involved in development of the vision, mission, and goals of the program</p> <p>A combination of synchronous and asynchronous content delivery weekly</p> <p>Course(s) follow all Oklahoma Academic Standards</p> <p>Combination of content created by the instructor and content management system</p> <p>Weekly agenda that includes daily task expectations provided by the content management system</p> <p>Attendance evidence by readily available login data, acceptable completion of assigned tasks, and teacher contact logs</p> <p>In-person academic and SEL opportunities offered weekly for students</p> <p>NCAA Approved</p>	<p><b><i>Programs include:</i></b></p> <p>Primarily asynchronous content delivery weekly</p> <p>Course(s) follow all Oklahoma Academic Standards</p> <p>Content delivered solely by the content management system</p> <p>In-person academic and SEL opportunities offered monthly for students</p> <p>Attendance evidence by readily available login data and teacher contact logs</p>	<p><b><i>Programs include:</i></b></p> <p>100% of content delivery is asynchronous</p> <p>Course(s) follow all Oklahoma Academic Standards</p> <p>Content delivered solely by the content management system</p> <p>Attendance evidenced by readily available login data</p>



the instructor			
In-person academic and SEL opportunities required weekly for students			
NCAA approved			

<b>TEACHER READINESS</b>			
Level IV	Level III	Level II	Level I
<p><b>Teachers are:</b></p> <p>Expert in identifying personalized learning needs of students</p> <p>Expert in designing blended/ virtual learning opportunities</p> <p>Expert in assessing academic growth and assessments</p> <p>Expert in communicating and connecting with students and families on a consistent basis</p> <p>Able to train other teachers in virtual strategies</p> <p>All teachers of record are fully certified</p> <p>All teachers are provided opportunities for growth in area(s) taught</p>	<p><b>Teachers are:</b></p> <p>Adept in identifying personalized learning needs of students</p> <p>Adept in designing virtual learning opportunities</p> <p>Adept in assessing academic growth and assessments</p> <p>Communicates with students and families on an as needed basis</p> <p>Certified, emergency or alternatively certified in area(s) taught</p> <p>Emergency and alternatively certified teachers are provided opportunities for growth in area(s) taught</p>	<p><b>Teachers are:</b></p> <p>Trained in identifying personalized learning needs of students</p> <p>Trained in designing virtual learning opportunities</p> <p>Trained in assessing academic growth and assessments</p> <p>Some teachers are certified, but not in area taught</p>	<p><b>Teachers are:</b></p> <p>In the early stages of identifying personalized learning needs of students</p> <p>In the early stages of designing virtual learning opportunities</p> <p>In the early stages of assessing academic growth assessments</p> <p>Some teachers are not certified in a teaching field</p>

## STUDENT ACADEMIC EXPECTATIONS

Level IV	Level III	Level II	Level I
<p><b><i>Students are required to:</i></b></p> <p>Complete daily task expectations designed by the instructor</p> <p>Complete higher level creative and social activities designed by the instructor</p> <p>Participate in additional supports if not making adequate progress</p> <p>Interact properly with other students and teachers in a virtual format</p> <p>Communicate and respond to teachers on a consistent basis</p> <p>Engage daily with online coursework and instructors</p>	<p><b><i>Students are required to:</i></b></p> <p>Complete weekly task expectations designed by the instructor</p> <p>Complete higher level creative activities designed by the instructor</p> <p>Interact with other students and teachers in a virtual format</p> <p>Communicate and respond to teachers as needed</p> <p>Engage daily with online coursework and weekly with instructors</p> <p>Participate in additional supports if not making adequate progress</p>	<p><b><i>Students are required to:</i></b></p> <p>Complete tasks on pace with online expectations</p> <p>Complete higher level activities if provided on online coursework</p> <p>Engage daily with online coursework and bi-weekly with instructors</p>	<p><b><i>Students are required to:</i></b></p> <p>Complete course(s) by the dates outlined within the content management system</p> <p>Engage weekly with online coursework and optional engagement with instructor</p>

# COMMUNICATION

Level IV	Level III	Level II	Level I
<p><b>Program communication includes:</b></p> <p>Vision, mission, and program design in multiple locations</p> <p>Expectations and procedures are easily accessed in multiple locations</p> <p>Staff, students, and parents have clearly articulated responsibilities provided in multiple formats</p> <p>An orientation process is required for students and parents for students new to virtual learning</p> <p>Program updates and data are clearly communicated to the public periodically</p> <p>Weekly newsletter provided for students and families</p> <p>Teachers directly communicate with students/parents weekly</p>	<p><b>Program communication includes:</b></p> <p>Vision, mission, and program design</p> <p>Expectations and procedures are easily accessed</p> <p>Staff, students, and parents have clearly articulated responsibilities</p> <p>An orientation process is provided, but not required, for students and parents for students new to virtual learning</p> <p>Program updates and data are clearly communicated to the public periodically</p> <p>Monthly newsletter provided for students and families</p> <p>Teachers directly communicate with students/parents monthly</p>	<p><b>Program communication includes:</b></p> <p>Expectations and procedures are provided at the beginning of the school year only</p> <p>Staff, students, and parents have responsibilities</p> <p>Periodic emails provided for students and families</p> <p>Teachers directly communicate with students/parents only when necessary</p>	<p><b>Program communication includes:</b></p> <p>Expectations and procedures are provided at the beginning of the school year only</p> <p>Teachers directly communicate with students/parents only when necessary</p>

# STUDENT/PARENT ENGAGEMENT

Level IV	Level III	Level II	Level I
<p><b><i>Teachers are required to:</i></b></p> <p>Engage every day with students, with a combination of online and face-to-face</p> <p>Monitor student progress daily and require student face-to-face engagement if a student falls at least one week behind in work</p> <p>Prepare students and parents with clear expectations before beginning virtual work and engage parents frequently during the course(s)</p> <p>Provide regular updates about course(s) with students/parents via newsletter, general email, or other form of mass communication</p>	<p><b><i>Teachers are required to:</i></b></p> <p>Engage every day with students, either online or face-to-face</p> <p>Monitor student progress daily and require student engagement, either face-to-face or virtually, if a student falls at least one week behind in work</p> <p>Prepare students and parents with clear expectations before beginning virtual course(s)</p>	<p><b><i>Teachers are required to:</i></b></p> <p>Engage weekly with students, either online or face-to-face</p> <p>Monitor student progress weekly and provide optional opportunities for student engagement if a student falls at least one week behind in work</p> <p>Prepare students and parents with expectations before beginning virtual course(s)</p>	<p><b><i>Teachers are required to:</i></b></p> <p>Engage periodically with students, either online or face-to-face</p> <p>Prepare students with expectations when beginning virtual course(s)</p>

## SPECIAL POPULATIONS

Level IV	Level III	Level II	Level I
<p><b>Program includes:</b></p> <p>Appropriate teachers are provided a list of all students within special population groups and provided plans/resources to serve them accordingly to plans in place</p> <p>Special education teacher/Teacher of Record on staff to manage all IEPs and 504 Plans</p> <p>All IEPs and 504 Plans are written to accommodate virtual education and are implemented accordingly</p> <p>Special education teacher/Teacher of Record communicates with students and parents weekly to review progress</p> <p>Accommodations and modifications are made by the special education teacher per each student's IEP or 504 Plan</p> <p>A list of identified gifted and talented students are provided to appropriate teachers and students are provided enrichment as per the GT plan</p>	<p><b>Program includes:</b></p> <p>Appropriate teachers are provided a list of all students within special population groups</p> <p>Special education teacher/Teacher of Record assigned to manage all IEPs and 504 Plans</p> <p>All IEPs and 504 Plans are written to accommodate virtual education and are implemented accordingly</p> <p>Special education teacher/Teacher of Record communicates with students and parents monthly to review progress</p> <p>Accommodations and modifications are made by the special education teacher per each student's IEP or 504 Plan</p> <p>A list of identified gifted and talented students are provided to appropriate teachers</p> <p>A list of identified english learners are provided to the appropriate teachers along with accommodations and</p>	<p><b>Program includes:</b></p> <p>Appropriate teachers are provided a list of all students within special population groups</p> <p>Special education teacher/Teacher of Record assigned to manage all IEPs and 504 Plans</p> <p>Accommodations and modifications are made by the special education teacher per each student's IEP or 504 Plan</p> <p>A list of identified english learners are provided to the appropriate teachers</p>	<p><b>Program includes:</b></p> <p>Special education teacher/Teacher of Record assigned to manage all IEPs and 504 Plans</p> <p>Accommodations and modifications are made by the special education teacher per each student's IEP or 504 Plan</p>

<p>A list of identified english learners are provided to the appropriate teachers and are provided all accommodations and modifications as per the students EL plan</p>	<p>modifications as per the students EL plan</p>		
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# SOCIAL EMOTIONAL LEARNING

Level IV	Level III	Level II	Level I
<p><b>Program includes:</b></p> <p>A school counselor on staff to serve virtual students</p> <p>SEL lessons and activities provided synchronously or in-person to all students weekly</p> <p>A consistent focus on connections with others (student/student, student/teachers, student/community)</p> <p>School counselor is regularly available to hold 1:1 sessions with students/families</p> <p>Students of concern are identified, needs attended to, and families contacted to provide additional resources</p> <p>Resources provided and made easily accessible to students/families to assist with all mental health concerns</p> <p>SEL newsletter with resources and vital SEL information sent monthly</p>	<p><b>Program includes:</b></p> <p>Access to a school counselor to serve virtual students</p> <p>SEL lessons and activities provided asynchronously to all students weekly</p> <p>A consistent focus on connections with others (student/student)</p> <p>School counselor is regularly available to hold group sessions with students/families</p> <p>Students of concern are identified, needs attended to, and families contacted to provide additional resources</p> <p>Resources provided as needed to students/families to assist with all mental health concerns</p>	<p><b>Program includes:</b></p> <p>Access to a school counselor to serve virtual students</p> <p>SEL lessons and activities provided asynchronously to all students monthly</p> <p>School counselor is regularly available to hold 1:1 sessions with students/families</p> <p>Resources provided as needed to students/families to assist with all mental health concerns</p>	<p><b>Program includes:</b></p> <p>Access to a school counselor to serve virtual students</p> <p>School counselor is available periodically to hold 1:1 sessions with students/families</p> <p>Resources provided as needed to students/families to assist with all mental health concerns</p>

## TECHNOLOGY

Level IV	Level III	Level II	Level I
<p><b>Program ensures:</b></p> <p>All students have equitable devices and adequate internet access at their home at no cost to the student</p> <p>Tech support is provided 24 hours per day</p>	<p><b>Program ensures:</b></p> <p>All students have equitable devices and adequate internet access at their home at no cost to the student</p> <p>Tech support is provided during the school day</p>	<p><b>Program ensures:</b></p> <p>All students have a device and internet near their home at no cost to the student</p> <p>Tech support is provided within 1-2 days</p>	<p><b>Program ensures:</b></p> <p>All students have a device at no cost to the student</p> <p>Internet is not required or limited to onsite activities</p> <p>Tech support is limited</p>

## PROFESSIONAL SKILLS (SOFT SKILLS)

Level IV	Level III	Level II	Level I
<p><b>Program includes:</b></p> <p>Daily extra-curricular opportunities that foster career soft skills</p> <p>Career/soft skills are provided by an instructor through synchronous or in-person format</p> <p>ICAP requirements are designed by the instructor and/or counselor</p>	<p><b>Program includes:</b></p> <p>Weekly extra-curricular opportunities that foster career soft skills.</p> <p>Career/soft skills are provided through content management system</p> <p>ICAP requirements are met by a combination of the instructor and/or counselor</p>	<p><b>Program includes:</b></p> <p>Periodic extra-curricular opportunities that foster career soft skills</p> <p>ICAP requirements are met if provided in content management system</p>	<p><b>Program includes:</b></p> <p>Periodic extra-curricular opportunities that foster career soft skills</p>



# PROGRAM EVALUATION

Level IV	Level III	Level II	Level I
<p><b><i>Program should:</i></b></p> <p>At least 50% of students score proficient or advanced on state exams and meets benchmarks on CCRA</p> <p>Graduation and successful course completion rates exceed 93%</p> <p>Monitor student data weekly and adjust accordingly</p> <p>Teacher/student ratios are comparable to those of the districts brick-and-mortar sizes</p> <p>School utilizes an oversight team of external stakeholders to review quarterly district designated benchmark reports on student performance and a yearly audit utilizing CCOSA Blended Framework Quality Rubrics.</p> <p>Regularly analyze virtual student data to data from students in brick-and-mortar within the same district</p>	<p><b><i>Program should:</i></b></p> <p>At least 40% of students score proficient or advanced on state exams</p> <p>Graduation and successful course completion rates exceed 90%</p> <p>Monitor student data monthly and adjust accordingly</p> <p>Teacher/student ratios are comparable to those of the districts brick-and-mortar sizes</p> <p>School utilizes an oversight team of external stakeholders to review semi-annual district designated benchmark reports on student performance and a yearly audit utilizing CCOSA Blended Framework Quality Rubrics.</p>	<p><b><i>Program should:</i></b></p> <p>At least 30% of students score proficient or advanced on state exams</p> <p>Graduation and successful course completion rates exceed 87%</p> <p>Monitor student data monthly</p> <p>School utilizes an in-house oversight team to review annual district designated benchmark reports on student performance and a yearly audit utilizing CCOSA Blended Framework Quality Rubrics.</p>	<p><b><i>Program should:</i></b></p> <p>Student complete higher level activities if provided on online coursework</p> <p>Graduation and successful course completion rates exceed 87%</p> <p>School leaders utilize CCOSA Blended Framework Quality Rubrics.</p>

## TEACHER EVALUATION

Level IV	Level III	Level II	Level I
<p>All teachers are provided a written explanation of the district approved Teacher Evaluation System as it relates to teaching in a virtual setting</p> <p>Teachers are evaluated based on synchronous and asynchronous teaching, job expectations provided, as well as all other domains within the approved evaluation system</p>	<p>All teachers are provided a verbal explanation of the district approved Teacher Evaluation System as it relates to teaching in a virtual setting</p> <p>Teachers are evaluated based on synchronous and asynchronous teaching, as well as all other domains within the approved evaluation system</p>	<p>All teachers are evaluated using the district approved Teacher Evaluation System</p> <p>Teachers are evaluated based on domains within the approved evaluation system</p>	<p>All teachers are evaluated using the district approved Teacher Evaluation System</p>

## STEPS TO VIRTUAL PROGRAM IMPLEMENTATION

### **FIRST STEPS:**

#### **Area 1:** Application/Enrollment/Counseling/OnBoarding

- What are the requirements to participate (gatekeepers/prerequisites)?
- How do they apply? How is enrollment handled, how are they designated in SIS?
- Who meets with student/parents? At what point in the process?
- Student training/Orientation

#### **Area 2:** Curriculum/ Interface

- Crosswalk potential curriculum for alignment and rigor
- Evaluate LMS – either stand alone or integrated with content
- Training for admin/teachers

#### **Area 3:** Procurement and Finance

- Cost evaluation/budget
- Which funds?
- Bond/General/Grant RFP Financial Scalability – what size can we afford?

#### **Area 4:** Implementation

- Courses offered Instructor availability
- Physical space
- Student devices
- Student internet
- Pacing guide
- Attendance policy
- Student Rules and Policies
- Grading and Credit policies

## **FREQUENTLY ASKED QUESTIONS**

### **1. Can all schools provide virtual classes?**

Yes. All schools are required by law (OK Statute 70-1-111) to offer supplemental (up to the equivalent of 5 hours) online instruction when it is appropriate for a student. Although not required, all schools can -provide full-time virtual education.

### **2. What are the state requirements for a school providing virtual education?**

All requirements are the same as are required of brick and mortar schools, except attendance rules would be established by the local board of education. The teacher of record must be certified in the subject area (unless a school applies to be a “Conversion” school or utilizes adjunct teachers).

### **3. What is the difference between supplemental online instruction and virtual education?**

Oklahoma Administrative Code (210: 15-34-1.c.1) defines a supplemental online course as: An online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equivalent of classroom instruction time required for attendance and participation by the district. No such definition exists for full-time virtual education. Supplemental online instruction is required to be offered when appropriate (definition of “appropriate” is in law), whereas full-time virtual education is not. Several supplemental online courses have been vetted by the Oklahoma State Virtual Charter Board and are now managed by the Horizon Digitally Enhanced Campus ([www.horizon.ok.gov](http://www.horizon.ok.gov)) to ensure that online courses meet state standards. If a school uses virtual instruction that is not included in Horizon, the courses would have to be vetted by local district personnel to determine alignment with Oklahoma Academic Standards (<https://sde.ok.gov/oklahoma-academic-standards>).

### **4. What does a school district have to do to start offering virtual courses?**

A school district should make sure that a supplemental online coursework policy is in place as required by law. It would then determine what additional, if any, flexibility was needed (i.e. teacher certification). It would then review the options that would best serve their needs (i.e. a “conversion” school to gain flexibility on teacher certification). The school would have to ensure that students enroll in a full day of classes (at least 6 hours of rigorous coursework, or 6 classes for six period day schools, 5 classes for trimester schools, etc.).

### **5. What is the best way to handle teacher certification for an online course?**

A. The ideal situation is the subject certified teacher option, where the teacher is assigned to monitor, assist, and provide feedback to a student in the same subject area for which the teacher is certified.

B. If a certified teacher is not available, many content providers will provide, for a fee, an “imbedded instructor” to be the teacher of record\*.

C. The third option is to utilize a certified teacher (not necessarily certified in the subject area of the online course) to mentor the student through the course. In this case, a district would have to apply to be a conversion school to seek exemption from teacher certification accreditation standards or utilize adjunct teacher status.

\*Oklahoma recognizes teachers certified in other states, so if the digital class teacher is certified in another state and the digital class has a method that a student can converse back and forth with a certified teacher, that teacher can be the teacher of record.

**6. Is a supplemental or virtual student eligible to compete in extracurricular activities?**

Yes. The school would establish acceptable attendance monitoring that is equivalent to the OSSAA 90% attendance rule. The OSSAA recognizes the local board decision and administration determination of attendance at each school.

**7. Can a school use virtual education for students who cannot attend traditional brick and mortar school days?**

Yes.

**8. Are schools required to provide computers or connectivity to students at their home?**

Not if the school offers supplemental or virtual education as a student choice. If schools require any type of virtual course, then they would be responsible for student access to the materials needed to complete the course. Note: CCOSA strongly supports equitable opportunities for all students; therefore, we would encourage all schools that offer virtual opportunities to ensure that all students have access to the proper technology to participate in the program.

**9. What are the NCAA requirements concerning online coursework and student athlete eligibility?**

The NCAA has an approval process that all schools should follow for non-traditional courses. See Appendix I and go to: <http://www.ncaa.org/student-athletes/future/nontraditional-courses>

**10. What is the difference between alternative education and virtual education?**

Alternative education is typically completed in a traditional brick-and-mortar setting. Alternative education is geared towards at-risk students that may not graduate on time if they remained in the traditional setting and required to meet a selection of criteria set forth by the Oklahoma State Department of Education. While many alternative education schools utilize a CMS, or other online learning platforms just as most virtual programs do, students in alternative education are generally in a classroom and working under the supervision and direction of a certified teacher. In addition to traditional curriculum, alternative programs are required to offer wrap-around services and focus on providing students with a safe and secure learning environment. There are some students that may benefit from either program, but oftentimes, a student that is a good candidate for alternative education, needs the systems and support offered in person and would struggle in a pure virtual format.

## RESOURCES, LINKS AND MODEL PROGRAMS

Horizon Digitally Enhanced Campus [www.horizon.ok.gov](http://www.horizon.ok.gov)

NCAA <http://www.ncaa.org/student-athletes/future/nontraditional-courses>

Oklahoma Academic Standards <https://sde.ok.gov/oklahoma-academic-standards>

Tri-City Learning Academy [www.tricitylearning.org](http://www.tricitylearning.org)

Broken Arrow Virtual Academy

<https://www.baschools.org/vnews/display.v/SEC/Virtual%20Academy>

Sand Springs Virtual Academy - <https://www.sandites.org/o/sand-springs-virtual-academy>

Oklahoma City Public Schools E3 Online Learning <https://www.okcps.org/domain/1875>